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ABSTRACT

The Stanford/Schools Collaborative is a program of the School of Education at Stanford University and offers a variety of opportunities for partnership between the university and local school districts. The first and network of professional educators.. The next section discusses the creation of a computer bulletin board and its usefulness in addressing five challenges to collaborative arrangements--identifying and recruiting participants; building a professional community; introducing and sustaining parity and reciprocity; finding resources; and harnessing collaboration for problem solving. A conclusion is that collaboration is a difficult process that requires cooperation and shared responsibility and authority. However, it promises to enhance leadership at every level, change participants' assumptions and aspirations, and contribute to understanding of organizations. Appendices describe the Stanford/Schools Collaborative activities and small grants awarded. One figure is included. (22 references) (LMI)

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THE STANFORD/SCHOOLS COLLABORATIVE: BUILDING AN INQUIRING COMMUNITY OF PRACTITIONERS AND RESEARCHERS[1]

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THE STANFORD/SCHOOLS COLLABORATIVE: BUILDING AN INQUIRING COMMUNITY OF PRACTITIONERS AND RESEARCHERS[1]

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Stanford University

A collaborative is a mutual arrangement involving individuals (and/or organizations) who work together to plan and execute a project. John Goodlad, speaking of school/university collaboration, specifies that the collaboration be between equal partners, working together to meet self-interests while solving common problems. (Sirotnik, & Goodlad, 1988) The parties involved share responsibility and authority for all phases of the enterprise (Hord, 1986; Ward, & Tikunoff, 1982; Ascher, 1989) .

Collaboratives can vary in many ways. They can be small or large, rich or poor, formal or informal. They can occur between and within organizations of all kinds and at many levels. In organizations in the educational sector, for example, collaboratives can form between individuals, as when college professors plan and teach a course together; between differing parts of the same organization, as when union members and administrators hammer out trust agreements or where teachers and district and site administrators plan and carry out strategies for helping second language learners; and between organizations, as in Adopt-A-School programs linking businesses with schools or when schools and universities work together to find ways to smooth the school-college transition for minority youth.

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1 This paper was prepared for a symposium entitled, "What Are Collaboratives and Teacher Networks All About?" to be delivered at the American Educational Research Association Annual Meeting, April 1991, in Chicago, Illinois.

The Stanford/Schools Collaborative is supported by grants from the William and Flora Hewlett Foundation, the San Francisco Foundation, local school districts, and Stanford University.

Interorganizational agreements between schools and outside organizations hold the promises of bringing new understandings of educational problems and of providing increased resources for reform. Whether or not there has been conscious recognition of these potential benefits, interorganizational collaboratives have become increasingly prevalent since the early 1980's, a period of focus on system-wide reforms in public schools. (Osajima, 1989) In 1987-1988, over 140,000 collaborations of some type involved more than 9 million students and 40% of the nation's schools, including more than half of all urban secondary schools. (Jones, Clark, Maloy, & Fischetti,1990). And what of those collaboratives that specifically link schools and colleges or universities? A study of urban school-university collaboratives by the University of Wisconsin-Milwaukee found that about 80% of the collaboratives in its survey were started after 1980 and a third were begun after 1984. (Ascher, 1989)

This paper describes the Stanford/Schools Collaborative, a school/university partnership that is an umbrella organization for a range of collaborative programs. Then, using the case of the founding of a computer bulletin board, it discusses persisting challenges to collaborative arrangements, especially school/university collaboratives. Finally, it concludes with a brief discussion of the promises of collaboratives.

The Stanford/Schools Collaborative

The Stanford/Schools Collaborative is a program of the School of Education which offers a variety of opportunities for active and sustained ties involving different levels of collaboration between the university and local school districts. Stanford faculty, students, and staff members (within and beyond the School of Education) engage in projects conducted jointly with administrators and teachers. The Collaborative is funded by a combination of foundation grants and contributions from the university and local school districts.

A Steering Committee composed of school teachers and administrators and Stanford faculty and graduate students exercises general oversight over the Collaborative. The committee has authority to approve goals and priorities, advise the Principal Investigator and Director on budgeting and personnel issues, allocate Small Grants for Collaborative Research, and adopt and review the Collaborative's mission, policies, and programs.

Mission

The first Steering Committee defined the Collaborative's mission to be to improve curriculum and instruction through partnerships between the university and local school districts. More specifically, the Collaborative was to bring the university and schools together for three general purposes: "to expand and enhance the professional development of teachers and administrators in partner districts through research and support; to help improve districts' instruction and curricula through research and support; to and strengthen the collaborative process between researchers and practitioners in order to shape faculty research agendas and professional training in both university academic departments and the School of Education" (Cuban, 1987).

During 1989-1990 the Steering Committee reviewed the mission once again, taking into account the evolution of the Collaborative's programs and the recommendation of an external evaluator that the mission statement include a focus on "more difficult and persistent educational goals and problems that serve as a genuine source of interdependence between schools and the university" (Little, 1989). The resulting statement focussed on building an inquiring community to address issues likely to improve learning for California's diverse population:

> The mission of the Stanford/Schools Collaborative is to build an inquiring community of school and university educators who act to improve schooling. We seek to create new settings where educators will identify, understand, and act on issues which are most likely to improve learning in local schools for California's diverse population. We believe in the power of knowledge informed both by theory and practice. We believe that the work of researchers and practitioners is interdependent. Through

> collaborative inquiry into the conditions of children, strategies that develop a high quality professional staff, and practices that promote learning and desired change, we will identify and disseminate ideas to help all students become successful in the Twenty-First Century. (Steering Committee minutes, May 1, 1990)

Programs

The Collaborative operates five major programs: Roundtables and Forums for over 40 superintendents, 25 principals, and 80 mentor teachers, who meet with Stanford faculty from three to five times a year; Research projects, including fifteen Small Grants for Collaborative Research made to 16 professors and 23 practitioners and the Mentor Teacher Study Group, an action research project involving eleven teachers, a faculty member, and the Collaborative Director; the Professional Development Center, sponsored by five school districts and Stanford, that has served over 300 individuals; the Alliances for School Based Change, that have teams from eleven schools (K-12) working with Collaborative staff members to implement programs they designed; and The School Board Computer Bulletin Board (established in Fall 1990), which already links over 100 individuals from local school districts and Stanford. (See the Appendix for a more detailed description of the Collaborative's structure and programs.)

Strategies

Just as the Collaborative's mission had evolved and become more clear during the first years, so had the strategies that reach across virtually all of the Collaborative's programs and give them a distinctive flavor.[1]

Encourage a flexible definition of membership. The unit of membership in the Collaborative is variously defined, depending on the program and who participates. For example, individuals belong to the computer bulletin board, school sites belong to an Alliance for School Based Change, and districts belong to the Professional Development Center. The Collaborative has some kind of relationship with teachers and administrators

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1 The following discussion of strategies builds upon a similar list which appeared in a proposal written by Larry Cuban, Principal Investigator for the Collaborative. [Cuban, 1990 #64]

from over fifty-eight school districts, with the large majority coming from the three counties that lie on the Peninsula between San Francisco and Gilroy.

Encourage and strengthen networks. Provide settings where individuals from the university and from schools can build and strengthen networks. The Superintendents Roundtables, Principals Symposium, Mentor Teacher Forum, and some Professional Development Center activities help job-alike educators get to know others from within their own and other districts. Settings such as the Alliance for School Based Change teams of teachers and administrators strengthen both the formal and informal ties within schools and districts. The Computer Bulletin Board, Planning Committees, Collaborative Research projects, Professors in Residence at the Professional Development Center, and Visiting Practitioners at the university are examples of programs build ties between districts and the university while at the same time blurring boundaries of role and organization, as when some teachers who first participated in the Mentor Teacher Forum eventually team with professors to instruct students in the Stanford Teacher Education Program, or when a professor teaches a history class of at-risk students for a semester.

Model collaborative decision-making. Create decision-making networks where individuals from multiple levels of school districts and the university work together to lead a program aimed to promote change in individuals and organizations. In addition to the Steering Committee, each of the Collaborative's programs is led by its own Planning Committees, made up of participants from both schools and the university. These committees have information about resources and can exercise influence in how those resources will be distributed. They reduce the distance between the participants and the decision-making net work, thus enhancing representivity. (Little, 1989)

Develop leadership (and followership) at all levels. The Collaborative endeavors to develop skills in collaborative leadership at all levels through active involvement in planning committees and through formal programs, seminars, institutes, and conferences. Particular attention is devoted to developing leadership skills among

classroom teachers and others (such as paraprofessionals and graduate students) who have fewer opportunities to exert leadership in traditional hierarchical school organizations. At the same time, Collaborative programs offer school administrators and university professors opportunities to practice skills of "followership" and facilitation necessary in more collaborative forms of governance.

Bring the worlds of the university and the school district closer. Although there are important similarities that link educators in schools and universities, there also are real differences. (Brookhart & Loadman, 1990; Pine, & Keane, 1986; Oakes, Hare, & Sirotnik, 1986) Each world brings its own understandings of how to teach students, what is needed to prepare teachers and administrators, who should pursue research about what, and how an educational organization should work. Each world is able to perceive and understand pieces of the education elephant from a distinctive point of view that is helpful to the other. Each is dependent upon the other. Bridging the differences between these worlds has the potential of removing obstacles and adding the power of new knowledge to both research and practice.

A Network of Professional Educators

Overall, the most important achievement of the Collaborative since its founding in Fall 1986 has been the formation of a network of different kinds of ties between professional educators in the schools and those in the university. I have already mentioned the five major programs and the numbers of participants, most of whom are enthusiastic supporters. The Stanford/Schools Collaborative is a vital organization.

A closer look, however, yields other observations. The network is uneven. Some links between organizations and/or individuals are tighter than others. Participants in some sectors view themselves as members of a community, while those in other sectors do not. There is more actual collaboration in some programs than in others. Some programs address themselves to issues near the heart of educational reform, and others simply do

not. Questions of future resources loom large on the horizon. These "unfinished edges" signal some persisting challenges which have faced the Collaborative since its beginning.

Some Persisting Challenges

What are the challenges? Before considering that question, think again of the Collaborative's mission: "to build an inquiring community of school and university educators who act to improve schooling." What does it take? Backward mapping gives some clues. School/university collaboratives are interorganizational arrangements, usually involving organizations in the same geographical area. Each member organization has its own way of making decisions and its own goals; yet, it enters into collaborative arrangements when some of its goals are similar to those of other organizations. (Scott, 1987; Astley & Van de Ven, 1983)

Organizations collaborate, but individuals from these organizations carry out the actual work. (Huberman, 1990) The individuals can relate in different ways: cooperation, coordination, and collaboration. In cooperation, the work is interdependent only to the extent that each contributes to the overall goal, for example when a researcher obtains permission from a teacher and conducts a study in a classroom. In coordination, the work is interdependent to the extent that the project requires some activities to be perf. .med before others, for example when a teacher must administer a test to students before the researcher conducts interviews. Collaboration is a much more demanding way of interrelating because the individuals join together to plan and carry out a shared project, for example when a researcher, teachers, and students work together to plan and carry out a study of high school drop outs. This kind of project requires not only cooperation and coordination, but shared responsibility and authority for all phases of the enterprise. (Thompson, 1967; Hord, 1986)

Continuing with the backward mapping: before the individuals can work together they must share a sense of community -- at least to the extent that they recognize common interests and shared goals; before community, there must be communication; before

communication, a network for sending and receiving; before a network, at least two individuals. Of course, all of this takes resources: time, space, human support, and sometimes materials and money.

This backward mapping indicates the origins of five challenges that continue to confront the Stanford/Schools Collaborative and its programs:

1. How to identify and recruit participants from the schools and the university?
2. How to build a professional community of educators from the schools and the university?
3. How to introduce and sustain parity and reciprocity in collaborative relationships?
4. How to harness collaborative relationships to address difficult, persistent, and uncomfortable problems in education, while maintaining trust and good will?
5. How to find the resources (time, space, money, information, commitment) to support the Collaborative's programs and research?

What follows is a brief case study that illustrates how these challenges look in the Collaborative's newest program, The School Board, a computer bulletin board that officially opened for business in September 1990.

Case Study: Establishing a Computer Bulletin Board

The idea of establishing a computer bulletin board came as a result of conversations in spring 1990 between the Collaborative's Principal Investigator, Larry Cuban, Professor Decker Walker, Mike Smith, Dean of the School of Education, and Rob Pannoni, a graduate student. They were not operating in a vacuum. The Collaborative's Professional Development Center had sponsored an institute on teachers and technology, which had attracted a cadre of dedicated computer buffs, some of whom already were participating in computer bulletin boards. A number of School of Education professors and students were using electronic mail. There were strong advocates from both the schools and the

university who saw the potential of a computer bulletin board for providing a powerful means of direct communication for participants.

Identifying and Recruiting Participants

Identifying and recruiting members for the School Board began in Spring 1990, even before the hardware, software, and expertise questions had been solved. The first strategy was to send personal letters of invitation to about one hundred school teachers and administrators, whom the staff had identified as particularly active in other Collaborative programs, and to School of Education faculty members. About fifty individuals, mostly practitioners, responded. Many did not have a modem and had no experience with a bulletin board. A second strategy was to announce the Bulletin Board in written information about the Collaborative, Collaborative meetings, and School of Education meetings for faculty, staff, and students. A third strategy was to offer modems and assistance with hook-ups to key schools and individuals, in return for a promise to be active members. A fourth strategy was to offer use of The School Board to Stanford programs and research projects as a way to improve communication with the field. The pioneer effort was a research project involving the Dean of the School of Engineering, Professor Amado Padilla, and practitioners involved in Migrant Education in eight school schools. More recently, students from the Stanford Teacher Education Program are logging on. The last strategy was direct recruitment by Collaborative staff members from among those passing by.

The point is that for all the Collaborative's programs, old and new, identifying and recruiting participants is a recurring need of utmost importance that takes attention, time, and energy. Who participates, whether individuals or organizations, and what qualities they bring are crucial for what can be achieved by a collaborative and even for its survival.

Building a Professional Community

Once participants in a collaborative program or project have been recruited, the next challenge is to build a sense of professional community, a goal that involves three tasks: connecting participants, establishing communication, and fostering a sense of community.

Connecting prospective participants to a computer bulletin board sounds like a relatively straightforward task. All it takes is a computer located next to a telephone line, a modem with a cable attached to the computer, software to run the modem, and a person to run the software. What sounded easy in theory, however, proved to be quite problematic. Computers often are located in classrooms and computer labs, far from a telephone, or they were located at the school secretary's desk, far from teachers. Further, prospective participants own three kinds of computers: IBM, Apple II, and Macintosh. Each computer type requires a unique cable-modem-software configuration, which varies even within computer type. Anyone who wishes to call The School Board must know how to operate the computer, the software that dials the telephone, and the bulletin board, itself. Finally, it takes time and proximity to the computer system -- resources that can be particularly scarce at school sites.

Once connected to the bulletin board, the next task is to establish communication. According the the Sysop's files, many new members log on several times before they actually send a message. Some have trouble with the bulletin board software. Others forget to log on because it is not a part of the routine. Some worry about looking foolish in print, since it is difficult to edit messages. Others literally do not know anyone else on the Board except for a Collaborative staff member -- a situation underlining the relative isolation of educators from one another, especially from those in other school or university settings. It takes a certain amount of courage to write a message introducing oneself to "all." It also takes a certain amount of persistence to remember to log on, to look for willing partners or encourage a colleague to join, and to wait for replies.

In spite of the obstacles, over one hundred individuals have enrolled in The School Board in an accelerating pattern since September. About thirty of these have logged on over five times (sometimes many more), forty have logged on from three to five times, and thirty have logged on only once or twice. It is a beginning. The total number of calls is nearing 3,000. The total number of messages sent is about 8,000. These statistics, however, do not address the issue of message quality -- a current concern of the Collaborative staff.

Those who planned The School Board envisioned that it would be more than a message center. It would be a kind of gathering place where participants from the university and schools could discuss issues and seek information. The reality of the first six months fell considerably short of the ideal. Most of the messages were short and concrete: messages to the sysop expressing frustration with the system; messages of personal introduction composed hastily by first time users; messages setting up and canceling appointments. These are the communications of people who are connected, but have little sense of community -- of belongingness.

In the first three months of The School Board, there was one corner where people were writing messages that discussed ideas, reflected on personal experience, and asked for advice. It was in the section reserved for the private messages of Collaborative staff members -- a group of individuals who already knew one another, spoke the same language, and shared interests. Over time, it is possible to observe other communities beginning to form. One is associated with a study focussed on Migrant Education, which brings together Stanford faculty from three departments, district administrators, and Migrant Ed tutors. Another links professors, graduate students (including two from Berkeley), and a few teachers and administrators who are interested in multi-cultural issues and rural education. A third is beginning to link Stanford Teacher Education Program students with professor, supervisors, and former students.

Members of the Collaborative staff were surprised by the difficulty of connecting participants to the bulletin board and by the time it takes to establish a sense of community. Yet, these experiences underline the importance of basic social processes which planners often assume are complete when they are not. Whether it is a new group of mentor teachers attending a forum or a group of school teams in the initial meetings of the the Alliance for School Based Change, these same processes must take place. It takes time together to build the sense of community that nourishes collaboration.

Introducing and sustaining parity and reciprocity

What is "authentic" collaboration? For the Stanford/Schools Collaborative, the definition includes not only reciprocal relationships involved in joint planning and activity but an equal partnership of responsibility and authority built between participants from the schools and the university. If one thinks of a computer bulletin board as a setting in which collaboration can take place, it is too early to claim that much of what transpires on The School Board is truly related to collaborative projects.

On the other hand, the content of the message base is truly the product of many individuals working together with the same resources and constraints. A computer bulletin board is a great equalizer. Teachers, professors, administrators, and graduate students have equal opportunities for gaining access to the board and for producing and reading messages. They also share the same responsibility and authority for deciding whether, what, when, how, and to whom to write. Further, because of the informal and often personal nature of the messages written in relative privacy, the exchange of messages on The School Board provides a setting for building the understanding, respect, trust, and common purpose that blur boundaries between organizations and between roles. Today, the School Board houses a few groups engaged in projects that require collaboration. With time, the number will grow.

Harnessing Collaboration for Working on Difficult Problems

Collaborating for what purpose? This crucial and persistent issue was aptly expressed by Judith Warren Little in an external evaluation written at the end of the Collaborative's fourth year:

> The Collaborative now enjoys a tremendous reservoir of good will. This resource ought to increase, not diminish, your capacity to surface and confront recurrent problems in American education. More bluntly, beware of settling into congeniality. Don't let the surge of good will blind both parties to the tough questions. (Little, 1989:7)

Little went on to recommend that the Collaborative gradually shift its emphasis from "program organization focused on roles or processes to program organization centered on the most difficult and persistent educational goals and problems" (Little, 1989:7).

The Steering Committee had considered questions related to the process vs. content dilemma since the founding of the Collaborative, and had already begun the process of shifting direction to an emphasis on the needs of at-risk students. This change in emphasis became more apparent in the Steering Committee's Mission Statement (June 1990), new programs, such as an Alliance for School Based Change for schools with high percentages of at-risk students, and additional attention to related issues in existing programs. The focus on at-risk students also is reflected in The School Board Program by the early presence of the Migrant Education Study and by the practice of supplying modems and technical support to enable schools with large numbers of at-risk students to participate.

Finding Resources

The Stanford/Schools Collaborative has been dependent for support on actual and in-kind contributions from private foundations, school districts, and the university. The School Board, for example, was established with a grant of an ancient IBM XT and a budget of $1,800 from the Dean of the School of Education. Two professors donated their time. The Migrant Education Project donated the time of computer expert, who did much to customize the bulletin board soft ware. Grants from the San Francisco Foundation and from the William and Flora Hewlett Foundation underwrote the work of the sysops.

School districts, schools, and individuals donated equipment, supplies, money, space, time, and human support to connect to The School Board. All this was accomplished through the braiding together of several shoe strings. The success of the computer bulletin board, however, brings with it a continuing search for resources: a larger computer, more complex software, more phone lines, a computer administrator with technical expertise, and additional guidance for users.

How much does it cost to run the Collaborative? Paul Goren, an internal evaluator estimated that over a three year period the S/SC had expended close to $1.7 million in funding and in-kind services, almost three-fourths of which came from foundations and school districts. Goren recommended that the School of Education increase its contribution and consider institutionalizing the Collaborative. (1990:7)

The Stanford/Schools Collaborative has been very fortunate to have received this support, but how long can it last? Foundations usually supply start-up money, with the intention that long-term funding will come from other sources. School district finances, already stretched, are approaching the breaking point in California where Governor Wilson's proposed spending cuts are resulting in whole-sale program cuts and lay-offs. Likewise, the School of Education's budget is far from flush. A faculty committee reviewing the School's relationships with practitioners in elementary and secondary schools is expected to make recommendations affecting the Collaborative's prospects for institutionalization.

Conclusion: The Promise of Collaboratives

This paper focusing on challenges to collaboration demonstrates that building collaborative relationships between organizations is a complex task, involving building collaborative networks among the individuals who carry out the organization's work. As network members gain understanding and trust of one another, they form communities and work together. The most demanding kind of work is collaborative because it requires not

only cooperation and coordination, but shared responsibility and authority at all stages of the project. The cases of The School Board and of the general Collaborative suggest that individuals and groups in all stages of the process leading to collaboration can be found within one program, that building collaborative relationships is an on-going process that takes attention, work, and resources.

As demanding as school/university collaboration can be, it also holds promises. Collaborative relationships build professional communities that transcend organizations and roles, that blur traditional boundaries. In a project where authority and responsibility are shared, who is policy maker and who is the practitioner? Who is the leader and who is the follower? Who researchers and who practices? Who can speak with authority?

When an individual pursues new roles within a collaborative, the world widens and assumptions and aspirations change. The professor who collaborates with to a teacher of non-English speaking students, begins to understand what the daily press of classroom life in means and alters his study. Mentor teachers engaged in an action-research project gain understanding of district and state policies and plan strategies to influence policy makers and administrators. Principals work with a professor to design and teach an administrator training program. A new Ph.D., who participated in a collaborative research project, looks for employment in a university that encourages collaborative research.

Collaborative projects enhance leadership at every level, especially for those in roles such as teachers at or near the bottom of traditional hierarchical organizations. Teachers on site based change teams find their voices and influence administrators and colleagues. Administrators learn to let go, listen, facilitate, and enable. Researchers ask practicing teachers and administrators for advice about how to interpret their findings.

Finally, collaborative professional communities give educators at all levels eyes to see and understand how the educational sector is organized, to diagnose problems that cross traditional boundaries, to find explanations, to locate resources, to coordinate their

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efforts, and to carry out reforms that would not have been possible to achieve if they had worked separately .

Is school/university collaboration worth it? It is.

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Stanford SCHOOLS

C O L L A B O R A T I V E

WHAT IS THE STANFORD/SCHOOLS COLLABORATIVE?
August 1991

The Stanford/Schools Collaborative is a program of the School of Education which offers a variety of opportunities for partnerships between the university and local school districts for addressing issues of common interest. Stanford faculty, students, and staff (inside and outside the School of Education) engage in projects conducted jointly with administrators and teachers in public school districts. The Collaborative is funded by a combination of grants from foundations and contributions from local school districts and the university.

The Collaborative's mission is to build a community of university and school educators committed to improving learning for California's diverse population through joint inquiry into the conditions of children, strategies that develop a high quality professional staff, and practices that promote learning and desired change. A Steering Committee exercises general oversight over Collaborative programs and activities. About half of the eighteen members are teachers and administrators from local public school districts and half are faculty members and students from Stanford. Principal Investigator Larry Cuban and Director Beverly Carter also participate.

Formal programs of the Collaborative include the Alliance for School-Based Change, the Professional Development Center, three series of Forums for mentor teachers, principals, and superintendents, and Small Grants for collaborative research. In addition to these, Collaborative staff members work informally to match the interests and needs of individuals from the university and from districts as well as to promote improved understanding among them.

The Alliance for School-Based Change

Bringing about change can be a messy, frustrating, long, and tedious process. The broad purpose of the Alliance for School Based Change is to build the member schools' and districts' capacities for improving themselves. Specifically, the Alliance, helps school-site teams (each with support from their superintendent and school board) modify, restructure, or transform parts or the whole of their program to improve what they do with children. Under the leadership of Professor Larry Cuban and Collaborative Director Beverly Carter, the Alliance currently pursues three strategies:

1. Establishing a close network of practitioners and university researchers interested in the complexities of implementing and sustaining school-site change and willing to share their expertise with one another.

2. Supporting each school site team through the addition of a person outside of the school who possesses the necessary expertise to help them achieve their aims.

3. Providing help in evaluating programs and opportunities for teachers and administrators to research issues of practice at their schools.

The Professional Development Center (PDC)

The Professional Development Center is a collaborative effort between Stanford University and five school districts. Its goals are to: support new teachers during their first five years; improve the teaching of critical thinking across the curriculum; develop teaching strategies for heterogeneous classes; and develop and strengthen school leadership. District practitioners and university professors see the PDC as a bridge between the worlds of practice and research. Through the Professor in Residence Program, at least one Stanford professor works with the PDC each quarter in lieu of teaching a university course. Offices of the PDC are at Palo Alto and Hillsdale High Schools. The Center's director, Don Hill, is a distinguished teacher and former department head from San Mateo Union High School District.

Roundtables and Forums

The Collaborative sponsors three forums and a study group to encourage dialogue and interaction between local practitioners and the university.

The Superintendents Roundtables for San Mateo and Santa Clara Counties each meet five times a year, occasionally in a combined group, under the leadership of a planning group and Professors Ed Bridges and Larry Cuban. The forty-five members hear a university based speaker and discuss topics of mutual concern informally over lunch.

The Principals Seminar. Principals from sixteen school districts meet three times a year under the leadership of a planning committee and Professor Elliot Eisner. The purpose of the Forum is to give principals an opportunity to meet with each other and Stanford faculty members in the hopes that these evenings will provide intellectual stimulation and helpful resources.

The Mentor Teachers Forum. Mentor teachers from twenty-four districts meet three times each year under the leadership of the

Mentor Teacher Planning Committee and Collaborative Director Beverly Carter. The purpose of the Mentor Teacher Forum is to establish an ongoing dialogue between mentor teachers and Stanford faculty for the exchange of ideas, program information, and research findings.

The Mentor Teachers Study Group. This special research program brings practicing and former mentor teachers together to plan and carry out research related to mentoring and other interests defined by the participants. In March 1990, the Collaborative published the report, "Where Do We Go From Here In the California Mentor Teacher Program: Recommendations by Seven Mentors."

The Small Grants Program

The Small Grants program brings together teams of Stanford researchers and school practitioners to work on problems of mutual interest. Fifteen joint research projects, each receiving grants ranging from $12,000 to $15,000, have addressed topics such as peer counseling in high schools, family/school/ student interaction, selection and retention of new teachers, whole language instruction using cross-age tutoring by language minority students, accelerating the education of low achieving students, action programs for dropout reduction, and development of a data management system to evaluate the academic progress of limited English proficient students.

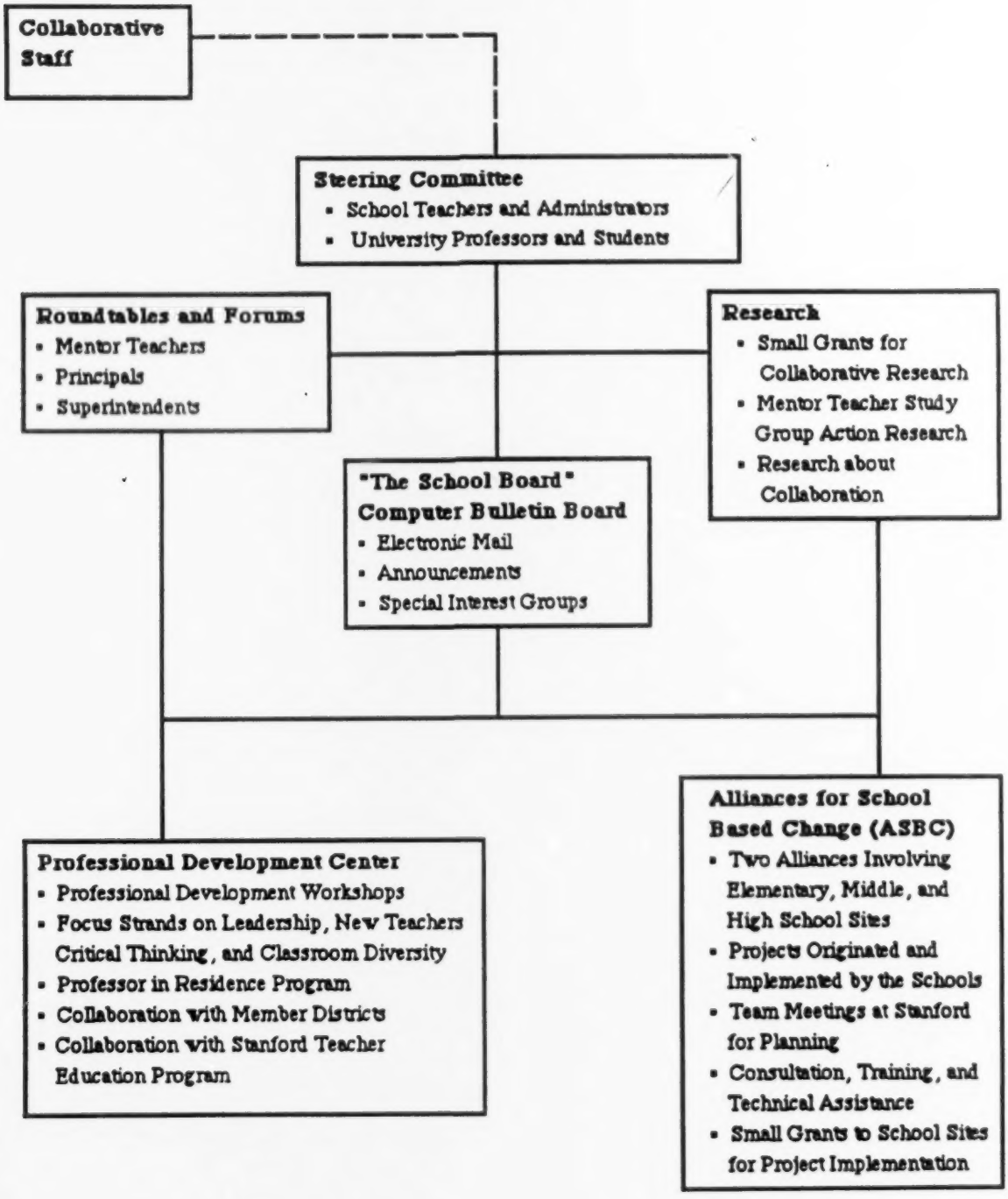
"The School Board" Computer Bulletin Board
(415) 723-8190

"The School Board" is a computer bulletin board operated by the Collaborative for educators in local school districts and at Stanford University. Individuals and school organizations who wish to participate must have a computer (IBM, Macintosh, Apple II or similar) next to a telephone, a modem, a cable to connect the computer with the modem, and software to allow the computer to do the dialing. The telephone can be shared by both the computer and people (one caller at a time). Participants must pay any message unit or long distance charges. There are no other costs for users.

For more information about the Collaborative's programs, contact:

Beverly Carter, Director
Stanford/Schools Collaborative
School of Education
Stanford University
Stanford, California 94305
(415)723-1483

THE STANFORD/SCHOOLS COLLABORATIVE
1990-1991


Collaborative Staff
Steering Committee
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Alliances for School Based Change (ASBC)
• Two Alliances Involving Elementary, Middle, and High School Sites
• Projects Originated and Implemented by the Schools
• Team Meetings at Stanford for Planning
• Consultation, Training, and Technical Assistance
• Small Grants to School Sites for Project Implementation

SMALL GRANTS AWARDED BY THE STANFORD/SCHOOLS COLLABORATIVE

1986 **Professor Sanford Dornbusch and Aragon High School** on family/student/school interaction.

1986 **Professor Edwin Bridges and Mountain View-Los Altos Union High School District**, on the process of teacher selection.

1987 **Biology Professor Paul Ehrlich and teachers from neighboring districts** on developing a conservation biology curriculum for secondary level science classes.

1987 **Professor Martin Ford and Palo Alto Unified School District** to study a peer-counseling program.

1987 **Professor Shirley Heath and Redwood City School District** to study the whole language instruction using cross-age tutoring by language minority students.

1986 and 1987 **Professor Henry Levin and schools in San Francisco Unified and Redwood City Elementary Districts** to develop the Accelerated Schools Project.

1987 **Professor David Rogosa and San Diego City Schools** to study methods for assessing student progress through data management.

1988 **Professor Martin Carnoy and Santa Clara and Eastside School Districts** to develop action programs for dropout reduction.

1988 **Economics Professors Gavin Wright and John Shoven, Palo Alto Unified, San Mateo Union, Sequoia Union, and Mountain View-Los Altos Union High School Districts** to develop and test a pilot program to improve economics education.

1988 **Professor Decker Walker and Evergreen School District** to study concerns of teachers as they plan the possible use of computers in teaching writing.

1988 **Professor James Greeno and Carlmont High School** to develop new ways to teach problem-solving skills for low and average ability students.

1988 **Professor Thomas Huebner and Campbell Union High School District** to study foreign language proficiency testing.

1989 **Professor Elizabeth Cohen and Sequoia Union High School District** to study how peer coaching enhances the implementation of the Cooperative Groupwork Learning Strategy.

1989 **Professor Rafael Diaz and the Arboretum Children's Center and Children's Preschool Center** to study strengthening school readiness through self-regulation training for impulsive preschoolers.

1989 **Professor Amado Padilla and San Mateo Union High School District** to develop a data management system to evaluate the academic progress of limited English proficient students.